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ABSTRACT

This lesson intends for grade 4 students to enact a scene depicting how Anthony Stewart of Maryland had to destroy his ship, the "Peggy Stewart," and its cargo of tea because he paid taxes to the British--students will add a short scene on what they think might have happened right after the burning of the ship. The lesson presents an overview; suggests a time length and appropriate grade; lists subjects and subtopics; cites dimensions of learning and intelligences being addressed; lists equipment and materials needed as well as teacher resources; and outlines National Standards for Arts Education. It gives instructional objectives and strategies; provides a detailed, step-by-step instructional plan; and suggests assessment and extension activities. (NKA)

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Curricula, Lessons and Activities

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The Burning of the Peggy Stewart Scenario

Resource Type: lesson

Length: 3-4 days

Grade: 4

Subjects: Language Arts, Performing Arts, Social Studies

Subtopics: English, History, Journalism, Theater

Intelligences Being Addressed:
- Bodily/Kinesthetic Intelligence
- Interpersonal Intelligence
- Verbal/Linguistic Intelligence
- Visual/Spatial Intelligence

Dimensions of Learning:
- Acquisition and integration of knowledge
- Attitudes and perceptions about learning
- Extension and refinement of knowledge
- Meaningful use of knowledge
- Productive habits of the mind

Overview: Students will enact a scene depicting how Anthony Stewart had to

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destroy his ship, the *Peggy Stewart*, and its cargo of tea because he paid taxes to the English. The students will add a short scene on what they think might have happened right after the burning of the ship.

Equipment:

- Computer Mac or PC with Internet access

Media & Materials:

- Book Textbook: *Our Maryland*,

Printouts: This lesson does not have any printouts.

Student Supplies:

- Writing supplies for skit
- Costumes/props for skit

Other Materials:

Related Textbooks: *Our Maryland*; Jane Eagen and Jeanne McGinnis; Salt Lake City: Gibbs M. Smith, Inc., 1987.

Teacher Internet Resources:

Lesson and Extension Specific Resources:

- **Maryland History Page**
  http://www.sos.state.md.us/sos/kids/html/history.html

  This site is maintained by the Office of the Secretary of State of Maryland, and contains pages and links to all major Maryland historical events.

- **Maryland Office of Tourism Kids Corner**
  http://www.mdisfun.org/kids/

  The Maryland Office of Tourism Development has developed this site for kids to explore Maryland history, topography, and facts, and play games and scavenger hunts about the Old Line State.

General Internet Resources:

- **American Memory**
  http://memory.loc.gov/

  This is an on-line digital library, comprised of unique and rare documents, photographs, sound recordings, motion pictures, maps, and other media that tell the story of American history and culture.

- **The U.S. Department of Education**
  http://www.ed.gov/pubs/parents/History/

  This site offers material for parents to use in helping their children learn and understand the importance of American History.

National Standards for Arts Education:

- K-4 Theatre Content Standard 1 : Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history
- K-4 Theatre Content Standard 2 : Acting by assuming roles and interacting in improvisations
- K-4 Theatre Content Standard 3 : Designing by visualizing and arranging environments for classroom dramatizations
- K-4 Theatre Content Standard 4 : Directing by planning classroom dramatizations
- K-4 Theatre Content Standard 5 : Researching by finding information to support classroom dramatizations

Click here for additional information on the National Standards for Arts Education

Other National Standards:

Source of Standards: McRel

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State

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Legislatures website.

Instructional Objectives: Students will able to:

- Work in small groups to reread and review what happened at the burning of the ship, *Peggy Stewart*.
- Add a short scene to predict what happened at the burning of this ship.
- Write out the play parts to include all members.
- Practice and present the skit to the class (and classes at different levels).

Political Systems:

Students will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems in Maryland and the United States.

Indicator: Students will relate historical events and ideas about the establishment of the political system of the state of Maryland.

Peoples of the Nation and World:

Students will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, the need for global cooperation, and multicultural perspectives.

Indicator: Students will predict how conflicts in values or beliefs may affect relationships among individuals or groups within the United States.

Theatre: Creative Expression and Production:

Students will demonstrate the ability to explore the creative process through theatrical activities and to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

Indicator: Students will apply a variety of structures to develop stories and environments using mime, pantomime, and combinations of narration and dramatic action.

Strategies:

- Creative problem-solving
- Questioning
- Role-playing
- Peer exchange

- Cooperative learning
- Class discussion
- Teacher-directed discussion and instruction
- Guided imagery
- Individual and group practice
- Imaginative imagery
- Oral presentation
- Creative writing tasks

Instructional Plan:

Warm Up

Review the events of the burning of the *Peggy Stewart* using a graphic organizer.

Introductory Activity

Look at the picture, "Burning of the Peggy Stewart" in *Our Maryland*, p. 124. Discuss the drama. Why did the artist show Anthony Stewart the way he did? Discuss the significance of the other people and colors. How is this historical event portrayed?

Guided Practice

Model (with the help of the class) how to write a short play using all members of the group. Use the Boston Tea Party to write this sample play.

Independent Activity

Students will work in small groups of four to write a skit depicting the possible events following the burning of the *Peggy Stewart*. Have cards for each student's job: leader, recorder, and two people in charge of ideas for the skit. Students can practice the skit. When possible, the teacher should copy the skit so everyone has a reference. Allow several practice sessions.

Assessment: Students should present their skits with some historic accuracy. Teacher should be able to see an added scene showing what they think happened right after the burning. Students discuss and evaluate. Assessment can be based on group discussion after each play. Students can evaluate what they did by filling in an outline check system with key points to be covered and a rating beside each one.

Extensions: Discuss the importance of this kind of activity in helping us understand history.

Teacher References: None

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